

FISCAL NOTE WORKSHEET (Revised Nov. 2006)

Agency: Utah State Office of Education
Daniel Schoenfeld
 Requested By

Bill Number HB 155

Office of the Legislative Fiscal Analyst
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Fax/Electronic Mail Transmittal

Date:	
Name:	
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Please return to Fiscal Analyst by: January 31, 2007

TITLE OF BILL: Student Achievement Assessment Amendments

This Bill Takes Effect: ☐ On Passage ☐ On July 1 ☒ 60 Days after session ☐ Other _____
 Bill Carries Own Appropriation: ☐

FISCAL IMPACT OF PROPOSED LEGISLATION

A. Revenue Impact by Source of Funds:

First Year

Second Year

	First Year	Second Year
1. General Fund		
2. Unifrom School Fund - Free Revenue		
3. Transportation Fund		
4. Collections		
5. Other Funds (List Below)		
6 Local Funds		
7. TOTAL	\$0	\$0

B. Expenditure Impact by Source of Funds:

1. General Funds		
2. Unifrom School Fund - Free Revenue	\$54,624	\$112,050
3. Transportation Fund		
4. Collections		
5. Other Funds (List Below)		
6 Local Funds		
7. TOTAL	\$54,600	\$112,100

C. Expenditure Impact Summary:

1. Salaries, Wages and Benefits		
2. Travel		
3. Current Expenses		
4. Capital Outlay		
5. Other (Specify) <u>test development or purchase</u>	\$54,624	\$112,050
6. TOTAL	\$54,600	\$112,100

D. Impact in Future Years?

Savings are realized only in the first year. Maintenance costs for the new Intermediate Algebra and Grade 3 Reading tests will be ongoing. Costs for the Grade 3 Reading may increase when the existing contract lapses and must be rebid.

E. Identify Sections of the Bill That Will Generate the Additional Workload or Cost Increase

Line 50, which requires the development of an Intermediate Algebra CRT.

F. Expenditure Impact Details (*Ties to totals in Section C*)

U-PASS Tests: Figures above show net results; see Analysis tab for details, based on estimates provided by Carolee Gunn, Contracts Specialist in Assessment and Accountability, from existing contracts, consultations with the assessment specialists, and testing company sources. **BSEP:** The elimination of the requirement that a BSEP recipient be a senior would greatly increase the number of eligible students, since many students who do pass by "the spring of the student's junior year" initially and repeatedly fail; however, the Legislature is under no obligation to fully fund BSEP [53A-1-612(11(c))], so the State Board of Education has adopted a rule [R277-603-3(G)] stating that "If an annual appropriation is inadequate to cover all stipend payments submitted from qualified providers, the Board shall pay stipends on a first submitted/first paid basis or on a proportional basis as circumstances dictate." Note the absence of prioritization criteria. **Psychometrics:** The concept of "reading on grade level" is normative. Grade level in this case is the average performance of third graders in the norming group used during test development. It implies that in any normal distribution of third graders half will read below grade level. So the goal is, however laudable, mathematically impossible in the absence of a Lake Wobegon effect.

G. No Fiscal Impact or Will Not Require Additional Appropriations?

There are three tasks for the USOE in this bill, two of which can be handled within the course of its normal business: (1) the review and subsequent recommendation of reading assessments for use by LEAs as part of its reading achievement plan -- in fact, the USOE has done this in the past; and (2) the annual provision of a "comprehensive report for each student showing the student's U-PASS test results for each year the student took a U-PASS test," the programming for which is almost finished. (3) The development of an Intermediate Algebra CRT is new to the USOE, but, if adequately funded, can be readily handled within the agency's well established methodology for test development.

H. If Bill Carries It's Own Appropriation:

Not applicable.

I. Impact on Local Governments, Businesses, Associations, and Individuals

Local School Districts/Charter Schools: The requirements for the reading achievement plan are extensive but no doubt already realized to some extent in most schools, so complete fulfillment of the intent of the legislation will probably only require some reallocation of existing resources within LEAs; reallocation of resources may, however, result in the reduction of current opportunities for students who already achieve the "state reading goal" under current policy.

Businesses and Associations: Shifting fortunes among testing companies.

Individuals: Assuming that funding for BSEP is not increased to meet the probable increase in demand for remediation, assistance could easily be misdirected from students who need it the most, since there will no longer be even the implicit mechanism prioritizing seniors who are in imminent danger of failing to obtain a diploma.

Narrative Description of Bill: This bill modifies U-PASS by expanding the basic skill courses tested to include intermediate algebra; eliminating criterion-referenced testing in grade 1; eliminating norm-referenced testing in grade 11; and adding a reading test in grade 3; modifies assessment, intervention, and reporting elements of schools' reading achievement plans for students in kindergarten through grade 3; modifies reporting requirements regarding U-PASS test results; and modifies eligibility requirements for stipends for basic skills education to enable students to pass the Utah Basic Skills Competency Test.